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AUTHOR Minichiello-Schmidt, Katherine
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ABSTRACT

A study hypothesized that auditory input does not increase the comprehension of students. Forty Basic Skills English students in a suburban high school were identified for this study. They were grouped according to class section and assigned randomly to treatments. Two of the sections read narrative and persuasive/argument texts silently and were required to answer related main idea, detail and inference questions. The two remaining sections were read aloud to, using the same passages and the same questions. A comparison of the number of correct responses was then made between those students who were read aloud to and those who read to themselves to determine the level of comprehension of the students under each treatment. It was concluded that reading silently is more advantageous for secondary students than reading aloud to them. (Contains 36 references and a table of data; an appendix presents 4 practice tests and a table of raw data. (Author/RS)

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Reading Aloud

by

Katherine Minichiello-Schmidt

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Abstract

It was hypothesized that auditory input does not increase the comprehension of students. Forty Basic Skills English students in a suburban high school were identified for this study. They were grouped according to class section and assigned randomly to treatments. Two of the sections read Narrative and Persuasive/Argument texts silently and were required to answer related main idea, detail and inference questions. The two remaining sections were read aloud to using the same passages and the same questions. A comparison of the number of correct responses were then made between those students who were read aloud to and those who read to themselves to determine the level of comprehension of the students under each treatment. It was concluded that reading silently is more advantageous for secondary students than reading aloud to them.

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and my parents
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Auditory comprehension experiences should begin at the elementary level and continue through the secondary level. Reading scores improve as a result of a regular reading aloud program (Butler, 1980). Studies done by Chomsky, Cohen, and Durkin show findings that reading aloud to students improves vocabulary, comprehension, and syntax. Reading aloud to students permits them to build background knowledge in areas which may have been inaccessible to them either because of difficulty with reading level or lack of topic exposure (Zientarski,Pottorff 1994). Martin (1993) speaks of reading aloud to students as a bonding experience. She often reads aloud as a way of setting up background knowledge prior to class trips. Gallagher (1987) states reading aloud should not stop once a child reaches adolescence. Oftentimes it makes it easier to relate to one another. Reading aloud should take place daily at all grade levels; including middle school and high school. Content and context may change but the practice of reading aloud should continue. Read-alouds model expressive, enthusiastic reading. (Richardson,1994).

Zientarski and Pottorff (1994) address several concerns secondary teachers may have about reading aloud. Concerns such as students will feel that listening to a story is not age appropriate. Reading aloud to students may not motivate them to become independent readers. The authors feel that the benefits of reading aloud far

outweigh any negative concerns. Listening comprehension is one of the predictors of performance on a range of aptitude and achievement tests in high school. Jennings (1990) believes reading aloud to students is actually a good way to get students interested in reading. Zientarski and Pottorff (1994) also say that during read-aloud experiences metacognitive strategies can be used by pointing out important information and making predictions.

Class discussions and literature circles are also important ways to increase comprehension. Scott (1994) points out that sharing responses to literature is essential to understanding it. It was found that in student led group discussions 90% or more of the students participated. It was also said that students develop more reading strategies in literature circles, thus developing ways to increase comprehension.

Recorded books is another way to increase comprehension. For many young children and poor readers there is a substantial time lag between when they see and say a word. This makes comprehension difficult. Recordings do what students are unable to do: It verbalizes the printed word with the correct pace, phrasing and expression. Research indicates that speech stimuli - such as moaning, coughing,

crying, laughing and the melody of inflection of the voice stimulate the right hemisphere of the brain and increases retention (Carbo, 1995).

Finding ways to increase comprehension in young children and poor readers is important. It has been asserted that providing auditory input for students is beneficial in that it improves comprehension, vocabulary and syntax. In addition, it is also asserted that this practice should not stop at the elementary level. When it is done on the secondary level it is also associated with student gain (Zientarski and Pottorff, 1994). Professional opinion indicates that listening skills show growth during reading aloud periods. There is a correlation between good listening skills and good reading. The growth of listening skills is not limited to read alouds. Student discussion about literature leads to an increase in comprehension. It has been observed that students often rethink their position and ask higher order questions after listening to other students (Scott,1994). Literacy development is also influenced by the type of verbal interaction between an adult and child as it fosters a richness of language unattainable otherwise (Butler,1980). Although many authors assert any number of benefits of auditory input, little research is available to support these contentions.

Hypothesis

To provide evidence on this topic, the following study was undertaken. It was hypothesized that auditory input does not increase the comprehension of students.

Procedures

Forty Basic Skills English One, Two, and Three students in a suburban high school in Middlesex County were identified for inclusion in the study. They were grouped according to class section and assigned randomly to treatments. Two of the sections read silently and were required to answer related questions. The two remaining sections were read aloud to and required to answer the same questions. A comparison of the number of correct responses were then made between those students who were read aloud to and those who read to themselves to determine the level of comprehension of the students under each treatment.

Specifically, the students read, or were read to two different types of text. The passages were Narrative and Persuasive/Argument. The readings were administered twice a week for the month of January. As a post test of comprehension each student answered a set of questions, to include main idea, detail, and inference, based on each of the passages. Mean scores were compiled

and compared. The mean responses of the samples were used to determine if there was a statistically significant difference between the level of comprehension of those students who read silently and those students who were read aloud to using t tests. The number of individuals times the numeric score value achieved was utilized to obtain the total score.

Results

As can been seen in Table 1, the samples show a slight mean difference in reading aloud versus silent reading. This is indicated by the 53 point difference in the mean score. The obtained t was not significant.

Table 1

Silent vs. Aloud Comprehension

Sample	Mean	Standard Devation	t tests
Aloud	2181.00	1696.46	.06
Silent	2234.00	1186.35	

NS

Conclusions

From this study it can be concluded that reading silently is slightly more advantageous for secondary students than reading aloud to them. Although the students seem to enjoy being read aloud to it does not appear to increase their comprehension as measured by a standardized test such as The High School Proficiency Test. Perhaps on the secondary level comprehension is less likely to increase by aural input as opposed to primary grades. However the value of reading aloud can not be undermined. It appears that students on all grade levels enjoy being read to.

Reading aloud effects : Related Literature

With the exception of round robin reading, authors of literature assert that auditory input increases comprehension. Some articles have focused on oral reading as a way of bringing books to life and have detailed the characteristics of good oral reading. While other articles have cited the benefits of repeated read-alouds. It has also been asserted that secondary students benefit from read-alouds as well as interactive reading and literature circles in which verbal exchanges take place.

There is research, evidence and testimony to the value of reading aloud to children. Researchers have worked to describe the language interactions of reading aloud events towards the goal of further understanding student's meaning-making strategies, their personal responses and aspects of collaboration that are the part of vital story discussions (Hoffman, Rose and Battle 1993).

The read-aloud event has as its primary goal the construction of a meaningful, comprehensible relevant text for the student rather than a precise reading of the print. The student's reading of the print itself, which has been regarded as the initial step towards literacy is actually preceded by a developing competence in meaningful text construction. This is achieved

through the fine-tuned interactions of read-aloud sessions which have made the strategies for successful reading available (Altwerger, Diehl-Faxon, Dockstader-Aderson 1985).

Language context surrounding the reading of print serves to establish temporal relations, story events, character motivation and clarification of voice. The adult is fine-tuning the conversation in order to provide information she believes the child needs in order to construct a meaningful text for the print. As the child begins to internalize the conversational norms for the literacy even, he begins to ask questions which initiate discussion of story elements which require elaboration (Altwerger, Diehl-Faxon, Dockstader-Aderson 1985). The verbal exchange that accompanies read-alouds help develop background knowledge and fosters a richness of language.

Classic studies done by such researchers as Chomsky, Cohen, and Durkin show that reading aloud to children improves vocabulary, comprehension and syntax. Research provides evidenceof the direct relationship between reading aloud and reading performance, language development and the development of reading interests (Butler, 1980).

Reading scores improve as a result of regular reading aloud program. Raftery (1974) used the Metropolitan Achievement Test in Reading for pre- and post-testing 353 heterogeneous second grade students. Children who were read to aloud on a tri-weekly basis made significant gains in reading comprehension, word discrimination and word knowledge.

Studies have also been conducted concerning reading interests. Porter (1969) found that reading aloud to fourth, fifth, and sixth graders affected their reading interests as well as their comprehension achievement. The New York Public Library has conducted surveys in relation to their reading aloud programs. Reluctant readers attending these sessions had a new enthusiasm which is noted by their teachers and statistically substantiated by the books students check out (Butler,1980).

Hearing good books read aloud by an enthusiastic teacher is an important motivating factor in helping children become better readers. The teacher as a role model is extremely important. Children share the enthusiasm of the teacher who is reading a favorite book aloud (Butler, 1980). Rich (1993) has found that wearing an appropriate costume enhances children's enjoyment and enthusiasm for the story.

Reading books aloud that are related by theme is also important. Readers and listeners are able to explore the interrelationships among books, to discover patterns, to think more deeply and to respond more fully to text. Literature organized into units of study has been shown to greatly enrich the read-aloud experience and add to the potential for student interest, independent reading and personal connection (Hoffman, Roser, Battle 1993).

Child involvement in oral reading was listed as the most influential item on the Reading Aloud to Children Scale (RACS). Teachers who read the story aloud while the children listened passively scored lower on the RACS as a whole than did teachers who involved the children integrally in the story reading. The second most influential reading behavior was the amount of eye contact between the reader and the audience. The third characteristic of good oral reading was putting expression into the reading. The fourth item which heavily contributed to the overall RACS score was pointing towards words in the book. Finally the last item that was deemed highly significant in oral reading was highlighting unusual vocabulary words (Lamme, 1976).

The selection of books is crucial to the success of a program of reading aloud (Jennings, 1990). By selecting high interest books students will want to read more. Trelease (1979) offers a list of age appropriate, high interest books.

It has been asserted that recorded books also increase reading comprehension. For many young children and poor readers there's a substantial time lag between when they see and say a word. That lag produces slow, laborious reading that makes comprehension all but impossible (Carbo, 1996). A recorded book can do what the student is yet unable to do naturally. It verbalizes the printed words with the correct pace, phrasing and expression. With recorded books a child can decide the number of times to listen to the recording (Carbo, 1996). This offers the student the opportunity to work at his own pace.

While teachers reading aloud and the use of recorded books assert an increase in comprehension one type or aural input that does not seem beneficial is round robin reading. Round robin reading is defined as students taking turns reading with no teacher feedback. A study conducted by Douglas Lynch (1988) found that mean reading comprehension scores

declined significantly from listening to a teacher to round robin reading. Listening to a passage read by a teacher provides students with rich linguistic cues, such as voice intonation. This assists in the construction of meaning of the text without requiring the decoding of print. Round robin comprehension is more difficult because it requires students to attend to various oral reading styles of their fellow students.

Another source of interference with comprehension may occur if students read ahead silently, thereby making the oral reading of their fellow students a noisy interference to the direct processing of the text (Lynch, 1988). This study found support for the numerous negative assertions about round robin reading made by such reading experts as Durkin (1983), Gilliland (1978), and Gans (1963) who thought that round robin reading may encourage excessive eye regressions, fixation durations, and subvocalization.

The benefits that are attributed to reading aloud maybe enhanced by repeated read-alouds. Students talked more when they were familiar with the story. In a study conducted by Martinez and Roser (1985) the children's story talk tended to focus on different aspects of the story as the story was read aloud again. When a story was read repeatedly, the children's

responses indicated greater depth of understanding. Rereading selected pieces of literature changes the character and quality of the student's responses. Repeated readings encourage an increase in the quality and the complexity of the students comments and promotes a deeper understanding of the stories (Hoffman, Roser, Battle 1983). David Yaden (1988) asserts that repeated read-alouds enhance the growth of literacy processes. Students ask increasingly sophisticated questions about stories as familiarity with them grows. This should encourage teachers to reread books as opposed to just focusing on quantity.

Perhaps one of the greatest justifications for reading aloud is to hone listening skills. Students who become effective listeners are more likely to become effective readers (Shoop, 1987). Sampson, Briggs and Coker (1984) point out as children progress through the elementary grades there is an increased demand for listening, which is perhaps the most used communicative skill. Good listening is essential if the student is to make optimum growth towards self-development. Sampson, Briggs and Coker assert that a student should be taught to be a good listener just as he is taught to be a good reader. Both are essential skills in the educational process.

Listening skills show growth during the reading aloud period (Lundsteen, 1979). The importance of reading aloud to young children is widely acknowledged by educational experts (U.S. Department of Education, 1986). Listening enables students to develop language comprehension which, is one of the essential elements for reading comprehension (Carroll,1977). Boodt (1984) reported instruction in critical listening comprehension to be successful in improving the reading of fourth, fifth, and sixth grade remedial readers. Pearson and Fielding (1982) concluded that direct instruction in listening comprehension could bring improvement in listening, and for mature readers, training in listening could also improve reading comprehension.

Based upon a belief that listening instruction improves reading skills two instructional procedures have been recommended. The Listening-Reading Transfer Lesson (Cunningham, 1975) and the Directed Listening -Thinking Activity (Stauffer,1975).

Cunningham's model presents parallel listening and reading experiences, the skill-specific purpose given to students for the listening lesson is repeated for the passage reading that immediately follows.

Stauffer's DLTA begins with students predicting passage content from the title and illustration. As the listening activity proceeds, students periodically summarize and predict the subsequent text. Building background, expanding schema, and concept building are applied to prepare the listener. The reading-aloud portion involves visual aids as it develops schema. Recitation, the final step involves the learner in retelling, summarizing, and elaborating through the use of guided questions (Choates, Rakes 1987).

The use of these models showed progress in listening comprehension. The listening activities appeared to provide a positive learning experience. Vukelick (1976) points out that while listening and reading comprehension are related they are not identical. However it is suggested that developing listening skills aides comprehension. What is heard does contribute to comprehending what is read.

Cunningham (1975) distinguishes how the act of listening differs from the act of reading. Unlike the reader, the listener cannot control the rate at which he receives information or regress to check his listening. The listener must adjust his listening to a speakers dialect, which may differ from his own. Finally the listener generally cannot re-listen. On the other

hand the reader lacks the intonation and nonverbal cues to meaning available to the listener. He must also translate the written code to the more familiar verbal code.

Literature circles and the interactive storybook reading is another important form of aural input. Cunningham (1975) points out through class discussions and the probing process children who cannot comprehend observe the inner workings of those who can. Readers actually construct meaning from the text by reading aloud and interacting with others (Martin, 1993). Sharing personal response to literature is essential to understanding it (Scott, 1994). Morrow and Smith (1990) assert the most beneficial read-aloud events appear to involve social interaction. Children given opportunities to retell stories that have been read to them scored better on both probed recall and free recall than children who were not given such an opportunity. The read-aloud experience offers a group exposure to common material, and as students share their thoughts and ideas and modal how they arrived at their conclusions ,others can learn through peer modeling (Zientarski,Pottorff 1994).

Several articles also addressed reading aloud to secondary students. Butler (1980) states the classroom teacher should provide the read-aloud experience for beginning readers and the older student. Routman(1991) suggests that reading aloud should take place daily at all grade levels, including junior high and high school. For middle school students read-alouds provide opportunities "to enjoy the classics and the Newberry Medal and Honor Award books " (Norton, 1992). Secondary students enjoy read-alouds as much as, if not more than teachers. Richarson (1994) said that 83% of her tenth grade English students rated reading aloud as one of their favorite activities. The complexity, suability, and vocabulary of a literature work that older students find difficult to read can be understood and appreciated when read aloud (Russell, 1986). Reading aloud can be used to develop metacognitive strategies. While students may have difficulty with reading, the assumption cannot be made that they also have difficulty with thinking (Zientarski, Pottorff 1994). During read -aloud experiences metacognitive strategies can be implemented by stopping at key points to identify important information, clarify purpose, and make predictions about the upcoming text (Savage,1988).

Vocabulary is also enriched when older students are provided with a chance to hear new words both naturally and in context. Words that were too difficult for them to read independently (Zientarsky, Pottorff 1994). Gallagher(1987) asserts that reading with older, able readers is just as important as the early reading. Reading bonds are formed through shared reading at any age or level.

It is asserted , with the exception of round robin reading, that the teaching practices that involve aural input are beneficial. These practices, such as read-alouds, listening to recorded books and class discussions should continue through the secondary level. Research is needed to validate these assertions.

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Appendix

Strategies for Success in Reading
June Coulter, Ed D
James Swalm, Ed D
Beirent Publications
1993

PRACTICE TEST TWO

Introduction

This story is about an adventure three boys had off the coast of New Jersey and the impact this experience had on their friendship. As you read the passage, you may underline or make notes in the margin about what you are reading. You may refer to the story when answering the questions following the passage.

The Wreck

One of the most exciting adventures I ever had occurred the summer I worked at the New Jersey shore. My friend Juan and I were waiters in one of the hotels in Cape May City. On our days off, we went scuba diving. We had taken a scuba diving course at our local youth center during the winter and we tried to get as much practice as we could on our time off.

One day, we decided to explore about 20 miles off the Cape. Someone told us that the Monitor, the Civil War ironclad, was rumored to have gone down around there in a major storm. We decided to dive in that general area. Who knew what we might find? Luckily, on that day, we took along our friend Bob to help with the boat.

The weather was clear as we left the marina in our rented boat.

"I hope the storm they predict for this evening doesn't come early," said Juan.

"Don't worry, the sky is clear and I didn't see a ring around the moon last night. Besides, even if the storm does come early, we will have enough warning to get back to port."

"I hope you are right, Bill. Being 20 miles from shore in a storm is not something I want to experience."

"He's right," said Bob. "Storms like the one they predict for tonight are nothing to fool around with."

As we approached the spot where we were to dive, I looked at the sky and noticed there were clouds forming in the west. But, I was sure we had more than enough time to dive for the two hours of air we had in our tanks. The clouds looked so far away.

As Juan and I were pulling on our tanks and belt weights to help us dive, I noticed the wind was beginning to pick up.

"Do you think the sea is too rough for a dive, Bill?"

"No," I said. "The swells are not any worse than they were last week. Let's dive."

The water was clear as we started down towards the floor of the ocean. The deeper we went, the darker it became, and as we got to the bottom, we had to switch on our flashlights to see anything.

13 For the first fifteen minutes, all we saw were fish swimming in and out of beams of light. Then, I noticed a slight elongated rise on the ocean floor, almost like an ellipse. It seemed to be about 50 yards long.

I signaled Juan that I found something. He swam over to see what it was. He looked at the shape and began moving away some of the silt. I joined him and after a few minutes, we realized we had found some kind of a ship. Could this be the Monitor? Suddenly, Juan began to signal frantically with his flashlight. I swam over to see what was wrong. Juan pointed to his leg.

"Oh no," I thought. His leg looked stuck. I motioned toward the leg and Juan shook his head "yes." I put my hand under his shoulder and tried to pull him away from the wreck. He didn't budge.

I looked more closely at his leg and saw it was caught between the deck and a piece of encrusted metal support that had apparently shifted when we began to move the sand and

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silt from around the wreck. If I pulled too hard, I would probably cut his leg badly on the sharp barnacles on the metal. What I needed was a bar to pry up the piece of metal.

I signaled Juan that I was going to get something to move the bar. He nodded, indicating he understood what I was planning to do.

I swam back up to the boat. Fortunately, it was almost directly above where we were diving.

"Bob, Juan's foot is stuck in a wreck we found. I need something to move the piece of metal pinning his leg."

Bob looked around and found a gaff. He handed it to me and began strapping on the extra air tank.

"Where are you going?" I asked.

"I am going to help you. Two can move something better than one."

"But you have only been diving a short time. Besides, someone has to stay with the boat."

"I know, but you need help and I'm the only one who is around."

"No," I said. "You stay here. The wreck is too deep a dive for you. Let me see if I can move the metal. If I can't, I will come back for you."

I started down without waiting for his reply. Even though Bob would have been a big help, I knew it was too dangerous for him to dive because of the depth.

As I approached the wreck, I wondered if I would be able to help Juan get out from under the metal support. We had been best friends since freshman year in high school. I didn't want him to cut his leg, since blood draws sharks, and yet, I had to move the support quickly if I was going to save him. Each of us had only fifteen minutes of air left.

I swam up to Juan and showed him the gaff. He smiled and shook his head "yes." I placed the gaff under the metal support and tried to move it up. Nothing happened. I began to really worry now. I couldn't get enough leverage to move the support, and we were running out of air.

Juan signaled me with his flashlight and pointed to two handholds a little further up the side of the ship. I placed one hand on one of the holds and pulled up on the bar again. Again, nothing happened. Then, I noticed the bar moved slightly. At first I thought it might have been the gaff bending. As I continued pulling on it, the metal support moved a little. Still, Juan could not wriggle free. I pulled again, harder. The gaff really bent this time. Suddenly, the metal support moved again and Juan was free.

He began to swim slowly to the surface. I followed. We broke the water expecting to see the boat. But, it wasn't there. It took us a minute to realize visibility was almost zero.

"Oh, no!" I thought. "The storm has come early." The rain started coming down in sheets. "Now what do we do?" Oh, how I wished I had listened to Juan and waited until next week to go diving!

32 I forced myself to calm down. Juan couldn't swim far with his leg and I knew we couldn't last long in these swells unless we found the boat.

Suddenly, I heard a horn sound. Thank goodness, Bob was smart enough to know that we needed something to guide us back to the boat. But, what direction was the sound coming from? It surrounded us.

I turned my head slowly trying to pinpoint the direction from which the sound was coming. It seemed to be off to the right. I turned around again. Yes, it was coming from the right. I motioned to Juan that I was going to swim to the right and began pulling him in that direction. I stopped every few minutes and listened. Yes, the sound was still coming from the direction in which we were swimming.

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We reached the boat in about ten minutes, but it seemed much longer. Bob helped me get Juan into the boat and then helped me clamber over the side. I was so exhausted, I couldn't stand up for a few minutes after getting into the boat.

How we got back to port, I still don't know. The storm was particularly bad for that time of year. But, we did make it back, thanks to Bob's skill with boats.

Needless to say, I will pay closer attention to my friend's advice in the future.

Oh yes, we found the wreck again during our next day off. It wasn't the Monitor.

1. Which words **BEST** describe Juan?

   A. fearful and timid
   B. adventurous and daring
   C. cautious and trusting
   D. afraid and panicky

2. What made this dive so appealing to Juan and Bill?

   A. They had time off from their jobs.
   B. They were near the New Jersey shore.
   C. They wanted to practice their diving skills.
   D. They heard the Monitor might be sunk nearby.

3. Which of the following is the central problem?

   A. The divers are inexperienced.
   B. There is a severe summer storm.
   C. Juan's life is in danger.
   D. Their boat is lost in the fog.

4. Which of the following might **BEST** express Bill's thoughts during the episode?

   A. Juan knew it was dangerous making this dive.
   B. Juan's in danger, and I'm partly to blame.
   C. I hope the weather holds while we're diving.
   D. I'll do my best to get Juan loose.

5. What lesson did Bill learn from the adventure?

   A. Diving demands good judgment.
   B. Diving isn't always fun.
   C. Juan is a special friend.
   D. There are unexpected dangers in diving.

6. What does the word **beams** mean in paragraph 13?

   A. metal supports
   B. a radiant smile
   C. a shaft of light
   D. a radio signal

7. In this story, what does the word **wreck** mean?

   A. to destroy
   B. a shipwreck
   C. a ruin
   D. a worried person

8. Being cut by barnacles might worry divers because...

   A. the wound might become infected and painful.
   B. the wound might require stitches.
   C. the wound might bleed and attract sharks.
   D. the wound might keep them from diving again.

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9. In paragraph 13, what caused the "slightly elongated rise"?

   A. the sandbar covering an object
   B. a boat
   C. a dune
   D. the Monitor

10. What might be going through Bob's mind during this episode?

   A. It's Bill's fault that we're in this trouble.
   B. I've got to keep a cool head, and be ready to help.
   C. Bill should have let me dive with him to help rescue Juan.
   D. I'm scared, and I'll never see my friends again.

11. Why would it have been beneficial for Bill to change tanks before diving again?

   A. He would have had a lot more time to free Juan's leg.
   B. He would have more oxygen to use as he tried to work Juan's foot free.
   C. He would have plenty of oxygen, but Juan's would be used up.
   D. He could have shared his tank with Juan.

12. What reason does Bill give for making the dive?

   A. It was his day off.
   B. There would be time to dive before the storm arrived.
   C. He wanted to practice his diving.
   D. He knew he could locate the Monitor.

13. What does **ring around the moon** mean?

   A. It is associated with bad weather.
   B. It is superstitious belief of bad luck.
   C. It is a circle of ice around the moon.
   D. It is an eclipse of the moon.

14. What purpose did the **gaff** serve in the story?

   A. It was a support for the sail.
   B. It acted as a pry bar.
   C. It hauled fish aboard the boat.
   D. It could keep sharks away.

15. Why did Bill reject Bob's offer to help rescue Juan?

   A. Bill thought he didn't need any help to rescue Juan.
   B. Bill thought Bob would get in the way.
   C. Bill knew they would need Bob to help locate the boat.
   D. Bill knew the dive was beyond Bob's depth.

16. In paragraph 32, what does the word **swells** mean?

   A. bulges
   B. increase in intensity
   C. rolling waves
   D. fills with pride

17. Why did Bill expect to find the boat as he and Juan reached the surface?

   A. The boat had been where Bill surfaced before.
   B. Bob was an excellent sailor.
   C. The boat was anchored.
   D. The seas were calm.

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Introduction

In this selection, you will read about the experiences a teenaged girl has on a soccer team in high school and how she learns to adjust to her coach. As you read the passage, you may underline or make notes in the margin about about what you are reading. You may refer to the passage when answering the questions.

The Season That Almost Wasn't

As I walked on the field to play the final game of our season, I began to think about what happened to my team during the fifteen games we played since September. It was probably the most unusual season I had ever experienced in all my years of playing soccer. In fact, our team almost didn't have a season. Now, we were playing Scott High for the league championship. What a difference two events can make.

2 Our odyssey began in late August when our coach, Mr. Simms, had a sudden heart attack. When I heard he had the attack, I remember wondering if he would be able to realize his life-long dream of sailing around the world on his sloop with his wife. He had retired in June, but agreed to coach the girls soccer team one more season.

Several of the girls and I decided to go and see Mr. Simms in the hospital as soon as he could have visitors. While he looked pale, he was his normal jovial self and the time we visited him passed quickly. Just as we were leaving, a man walked in. Mr. Simms introduced us, and said Mr. Johnson would be our coach for the fall season.

"I've been looking forward to meeting members of the team," Mr. Johnson said. "Mr. Simms has told me so much about each of you and I'm looking forward to working with you this season. I'd appreciate it if you would tell all the girls our first practice will be on Saturday at 9:00 a.m. Since you're the captain, Suzi, I wonder if you could take care of telling the girls about the practice; it will be at the high school."

"Sure," I said. "I'd be glad to call the team. We were wondering when practice would start."

6 On the way home, I began to think about Mr. Johnson, our new coach. While we had talked for only a few minutes, I liked his no-nonsense approach. He seemed like someone who got right to the point. Well, he had some big shoes to fill. Many of us had played only for Mr. Simms during our high school careers.

Saturday dawned clear and cool; it was a good day for practice. By 9:00 a.m., all the girls who had signed up for the team last spring were dressed and ready to begin practice.

Mr. Johnson walked out on the field exactly at 9:00 a.m. He blew his whistle, and told us to form a circle around him.

"My name is Mr. Johnson. I'm your new coach for this season. All of you know Mr. Simms had a heart attack. While he's recovering nicely, his doctor says he is not to exert himself. That means he will be unable to coach this season. But, he has told me a lot about each of you and I'm sure we'll do better than least year's .500 season. I have only two rules. The first is to be at practice on time, ready to work. The second is that everyone works the entire practice. Now, let's get started."

Boy, was I right! This guy was a no-nonsense coach. It was more the way he spoke than what he said that gave the impression he was in control.

The first thing he did was have us jog ten laps. This was followed by stretching exercises, which were followed by ten more laps. Then we went through a series of skill drills. As Mr. Johnson blew his whistle, we moved to another spot and began practicing another drill. Following an hour of drills, we ran another ten laps.

When I got into the locker room, I sat in front of my locker and wondered how I was going to get the energy to get dressed. Joanne, the girl who had the locker next to me, leaned over and said she never worked so hard in her life.

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"What is he trying to do, kill us? This was our first official practice and I was not ready for this. Mr. Simms would never have done something like this. Another practice like this one and I quit."

I thought about what she said and agreed Mr. Simms would not have worked us like this. His practices were slower and included frequent rests. The girls liked that because it gave them chances to talk and relax. I remembered wondering whether the team or Mr. Johnson would change first.

Actually, the girls on the team were the ones who changed. By the end of the second week, seven girls had quit. But, those who remained began to realize we had an excellent coach. Yes, he worked us, but he did everything we did. He always led the three-mile runs that were added before and after practice during the second week. Mr. Simms would always tell us to run and then wait for us to come back.

16 Mr. Johnson also taught us a different style of play. Mr. Simms taught us the same skills, and then allowed us to play how we wanted during the scrimmages. All he focused on was staying in position. Mr. Johnson, on the other hand, taught us: how to move up the field as a team; how to drive on an opposing player, and pass the ball at the last minute; how to overlap in and out during a fast break; and how to pass to a specific spot, assuming a teammate was going to be there. But, it was hard to remember everything. In the beginning, we would often pass to a predetermined spot only to find no one was even close to that location. Girls forgot to go up on offense, or fall back on defense.

Through it all, Mr. Johnson never yelled. He would stop the scrimmage, explain what he wanted, and then we would start again. I remember thinking this was different than the way Mr. Simms would run a practice. While he was easier, Mr. Simms always yelled a lot during practices.

By the first game, we were in great physical shape. Unfortunately, so was the other team. We made our usual mistakes, passing to no one, forgetting to support the girl with the ball, and being out of position. I guess it could have been worse. But, I thought losing 4-0 was bad enough. Mr. Johnson congratulated us on the way we played the game.

I asked him in amazement, "You were happy with the way we played today?"

"Yes. I saw people using the skills we practiced. I saw good team play during parts of the game. The only problem was that you weren't consistent. There were several breakdowns in coverage, and they scored on four of them. But, we can work on that. See you on the practice field tomorrow at 3:00 sharp."

"Well," I thought, "this guy is something else." Mr. Simms would have picked out a few players, generally the fullbacks, and criticized them for letting the other team score. While we all knew he was upset at losing, we did feel sorry for the backfield because he always seemed to pick on them.

My thoughts came back to the championship game with a jolt when the referee's whistle started the game. Scott High took the kickoff and drove on our goal. But, Jenny came over from her sweeper position and intercepted one of their passes. She sent the ball out to the right halfback, and up the field we came. We passed the ball, moving it back and forth between our players. Judy, the left striker, took a short, hard shot on goal, but the goalie made a magnificent save.

The goalie lay on the ground after catching the ball, and the referee called time. I looked around the field and noticed all but the sweeper and one fullback were on Scott's side of the field. I thought back to how long it took us to learn this type of play.

I remembered we began to come together as a team around the third game. The second game was a disaster, like the first! But, during the third game, we played more consistently. We were where we were supposed to be in relation to the ball. But, alas, we lost again, 1-0, this time.

That was the last time we lost. Beginning with the fourth game, Mr. Johnson's strategies began to take hold. More importantly, the team began to appreciate Mr. Johnson as a coach. We understood that what he was doing at practice was necessary if we

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were going to win. Mr. Johnson also began to behave differently. While he still worked us hard in practice, he laughed with us more, and seemed more relaxed than in the beginning. No, he was not as easy as Mr. Simms, but he was much improved over the old Mr. Johnson.

The referee's whistle blew again, bringing my thoughts back to the present game. Scott High was well-coached and undefeated. The ball moved like a blur. But, our team was also well-coached, and we moved the ball just as fast. It was an exciting game to play.

At half time, the score was tied 1-1. Mr. Johnson complimented us on how well we had played the first half. He made no changes in the strategies we were using.

The score remained tied until the final two minutes of the game. Following another great save by their goalie, Scott started down the field once more. No matter what we did, they moved the ball closer to our goal. Suddenly, their right striker took a pass and broke into the clear behind our fullbacks. Only our goalie stood between Scott's striker and the goal. The stands went wild! The striker kicked the ball toward the upper left part of the net. Joan, our goalie, stretched for the ball, but it sailed over her outstretched hands.

We were stunned! We had played hard and wanted to win so badly. As I looked toward our side of the field, I saw Mr. Johnson gesturing for us to come to him. We walked over and slowly gathered around him.

"Girls, I am proud of you. I have never seen you play this well. You played as a team and I'm proud to be your coach. Yes, it would have been great to have won. But, you can't always win. Remember, it's how you play the game that is most important. This was the best soccer game I have watched in a long, long time."

As I walked to the bus, I wondered what he meant by "it's how you play the game that is important." Later that night, I began to realize what he meant. He wasn't just talking about soccer. He was talking about the game of life, and saying that how successful you are is secondary to how you live your life.

As I fell asleep, I vowed to thank Mr. Johnson for what he did for us as a team, and for me in particular. I would always remember this season–the season that almost wasn't.

---

1. Who was telling the story?

   A. Joanne
   B. Suzi
   C. Judy
   D. Joan

2. What does the word "odyssey" mean in paragraph 2?

   A. something strange
   B. a series of wanderings
   C. an extended journey
   D. a story

3. Why were the team members concerned about their soccer season?

   A. Their coach retired.
   B. Their coach resigned.
   C. Their coach was ill.
   D. Their coach agreed to continue for one more year.

4. What would **BEST** describe the meeting in the hospital?

   A. The team members were enthusiastic about the beginning of the soccer season.
   B. The team members were depressed about the coach's condition.
   C. The team members took a dislike to their new coach.
   D. The team members wanted to wait for the coach to recover before beginning the season.

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5. Which of the following **BEST** describes the transition between coaches?

   A. Coach Simms was organized and ready to turn the team over to Coach Johnson.
   B. Coach Simms resented turning the team over to Coach Johnson.
   C. The team would need to adjust to a new style of discipline and team play with Coach Johnson.
   D. The team would have little difficulty adjusting to Coach Johnson as he was similar to Coach Simms.

6. What does the narrator mean by "he had some big shoes to fill" in paragraph 6?

   A. Coach Simms had big feet.
   B. Coach Johnson would have to work hard to replace Coach Simms.
   C. Coach Johnson was insecure in his new job.
   D. Coach Simms was an outstanding coach.

7. How does the narrator set the tone for the change in coaching styles?

   A. Coach Johnson arrived exactly on time for practice.
   B. Coach Johnson knew about the team.
   C. Coach Johnson asked the team captain to call the players about the practice.
   D. Coach Simms had a heart attack.

8. What **BEST** describes the goal Coach Johnson set for the team?

   A. The team would be on time for practice.
   B. The team would work for the full practice time.
   C. The team would do better than last year.
   D. The team would exceed its record of wins from last year.

9. How did Coach Johnson approach the team's preparation for the season?

   A. He established a rigorous conditioning program.
   B. He established a set of rules to be followed during practice.
   C. He introduced running laps for conditioning.
   D. He used skill drills during practice.

10. How did the team change as a result of having a new coach?

    A. The girls were exhausted by the practice schedule.
    B. Members of the team quit.
    C. The girls wanted Coach Simms to return.
    D. The girls liked the more relaxed pace of practice.

11. What made the team respect Coach Johnson?

    A. He was strict but fair.
    B. He could run six miles.
    C. He didn't yell at the players.
    D. He set a good example for the team.

12. What does the word **scrimmage** mean in paragraph 16?

    A. a play following a pass
    B. a practice game
    C. a line for the start of a play
    D. a series of plays

13. Why did Coach Johnson congratulate the team after their first game?

    A. They won the game.
    B. They lost by only a few points.
    C. They played well.
    D. They remembered what they had practiced.

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14. Which position would you **NOT** want to play on Coach Simms' first team?

A. striker
B. backfield
C. goalie
D. sweeper

15. Where was the narrator during most of the story?

A. at the hospital
B. on the practice field
C. in the championship game
D. in the locker room

16. What **BEST** accounts for the change in Coach Johnson during the season?

A. The team began to win games.
B. Their record was better than last season.
C. He knew he was a better coach than Coach Simms.
D. The team's practicing was beginning to show results.

17. Which team won the championship?

A. the team with the best record
B. the team with the best coach
C. the team that was most motivated
D. the team that practiced the most

18. What was the author's purpose in writing the story?

A. To show that practice is important if you want to win.
B. To show that a strict coach is better than a lenient one
C. To show that some things are more important than winning
D. To show that sports are good for you

19. What was the major theme in the story?

A. Teamwork is important.
B. Coaches are different.
C. Practice makes perfect.
D. Teachers are always role models for students.

20. What effect will the championship game have on the team next year?

A. The team will want to get revenge for the loss.
B. There will be lots of players trying out for the team.
C. Coach Johnson will be more lenient in his practice routines.
D. The team will be prepared to work hard under the coach.

21. Which of the following experiences would help you better understand the experiences Suzi went through during the soccer season?

A. playing on a girls intermural soccer team
B. playing in a championship soccer game and losing
C. changing coaches early in a season
D. being captain of a soccer team

STOP.
Wait for Further Directions.

Open-Ended Questions

You will have 20 minutes to write your answers to these questions. Your answer is to be written on a separate sheet of paper.

22. If Coach Simms were coaching the team, how might the story have had a different ending?

23. Would Suzi have felt the same way she did at the end of the story, if her team had won the championship game?

Introduction

The next two editorials you are about to read present opposing views on whether the power of the Bill of Rights is being eroded in today's society. The first column, entitled "Bill of Rights Under Siege," was taken from the Debate page of USA Today *and represents the position of their editors. The second editorial, entitled "The Bill of Rights Is Alive and Well," represents the views of Marion Smith, a guest columnist.*

Read each editorial and answer the questions that follow. Remember to be aware of the techniques these writers are using to convince you their points of view are correct. You may underline sentences or words you feel are important, or write notes in the margin about what you are reading. You may refer to the passage when answering the questions.

Bill of Rights Under Siege

OUR VIEW:
The Bill of Rights makes the United States unique among nations and is worth fighting for.

Forget the flag.

Forget the capitol, the White House, all the armies Congress ever funded, all the laws it ever made. If you truly want to honor the USA, celebrate instead the document that turns 200 Sunday: the Bill of Rights.

Those first 10 amendments to the Constitution are the very essence of this country--and they need your help.

They're unique. Almost all governments begin by defining their own powers. The Bill of Rights defines government's limits, giving people rights to speak, worship, and live as they choose.

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For those lacking such assurances, history is a long procession of war and pain--all because societies couldn't tolerate dissent. The Bill of Rights has been America's saving grace simply because it ensures that Americans can tell their government to go to hell.

Yet this citadel is under heavy siege--from within. Mothers outraged over rock lyrics find the First Amendment's free-speech guarantee nettlesome--as do college radicals who bar ultraconservatives from speaking on campus.

In the name of doing God's work, through the public schools, parents seek to strip away protections that make religion a matter of individual choice.

People trying to wring out a drug-soaked society decry Forth Amendment curbs on police searches--the same curbs that keep government agents from walking into your house uninvited.

The Supreme Court, convinced that criminal suspects get too many advantages, has bled the "middle amendments" that regulate the police and mandate fair treatment for the accused.

"We love the Bill of Rights," say too many. "Just read it our way."

That's dangerous thinking. These 10 amendments are the ligaments that hold this contentious nation together and let it stride forward. Letting them atrophy--any of them--would cripple us all.

The Bill of Rights Is Alive and Well

By Marion Smith

Recent polls show that many people feel the Supreme Court is going too far in weakening the Bill of Rights. Nothing could be further from the truth. The changes in court actions described as the eroding of our individual rights are nothing more than an

attempt to be more consistent in the lower courts. The Supreme Court continues to ensure that the rights of individuals are protected. Recently this took the form of overturning the "Son of Sam" law in New York, which allowed victims of a crime to claim some of the money criminals may earn from stories about that crime.

History is replete with the failure of emotional attempts to change parts of the Bill of Rights. During the McCarthy era, there was talk of the need to modify the Fifth Amendment to "allow the government to catch the guilty." At that time, many people refused to answer questions about their Communist affiliations and instead answered, "I refuse to answer..." But, changes were not made, and Colonel Cliver North was able to use that phrase during the Iran-contra affair. Today, it is still used by people in court as a protection against self-incrimination.

The Miranda warning read to people suspected of committing a crime is an outgrowth of the Fifth Amendment and came about because the Supreme Court overturned a lower court decision. The notion that the government must prove an individual's guilt and that the individual is not required to help convict himself is as strong as ever.

Safeguards to protect individuals are not being reduced a little at a time as some would say. While random drug testing is permitted, it is allowed for significant health, safety, or law enforcement reasons and is continually monitored by the courts. Searching of luggage at an airport is allowed because of safety reasons. Businesses are not allowed to discriminate against anyone with the AIDS virus. The accused can confront and cross-examine accusers, with the exception of abused children. The rights of the individual are alive and well.

The strength of the Bill of Rights is that it defines the rights of all citizens, not just those who are politically and socially acceptable. The importance placed on these 10 amendments date back to the ratification of the Constitution by the states. The states would not vote to approve the Constitution unless the ideas in the Bill of Rights were part of our government. That basic belief in individual freedoms has become ingrained in our society today. Those who say we are eroding the freedoms guaranteed under the Bill of Rights are forgetting the lessons of history.

The danger we face is not the eroding of the Bill of Rights. The danger is that editorials like the "Bill of Rights Under Siege" will divide the country into two camps: those that believe the Bill of Rights must be maintained at all costs and those that would allow it to be changed to reflect the changing needs of society. If that happens, we will deprive ourselves of the ability to make genuine improvements to the ideas in the Bill of Rights if they are ever needed.

Our View

1. Which statement **BEST** describes the main idea of the "Our View" editorial?

   A. History is a long progression of wars because societies cannot tolerate dissent.
   B. There is a need to modify the Bill of Rights because of changes in our society.
   C. The Bill of Rights made our country great and it's important to maintain it in its present form.
   D. The Bill of Rights has been America's saving grace.

2. Which statement supports the major idea of this editorial?

   A. The first 10 amendments are the very essence of this country.
   B. The cause of wars is the inability of countries to tolerate dissent.
   C. The Supreme Court has modified the middle amendments that regulate the police and mandate fair treatment for the accused.
   D. Mothers outraged over rock lyrics find First Amendment guarantees of free speech nettlesome.

3. Which of the following statements is a fact?

   A. We love the Bill of Rights, say too many. Just read it my way.
   B. The Bill of Rights defines government limits.
   C. The Bill of Rights has been America's saving grace because it ensures Americans the freedom of speech.
   D. If you truly want to honor the United States today, celebrate the Bill of Rights' 200th birthday.

4. With which statement would the author of this editorial agree?

   A. The Bill of Rights needs to be modified to deal with the problem of AIDS.
   B. The Bill of Rights needs some revision to better protect people accused of minor crimes in today's society.
   C. The Bill of Rights should be reviewed by the Supreme Court to determine which parts need to be modified to protect the rights of the innocent.
   D. The Bill of Rights should be maintained in its present state even if some guilty people are set free.

5. Which of these sentences referring to the editorial uses the **MOST** emotional words to persuade the reader?

   A. The first 10 amendments to the Constitution are important to this country.
   B. "We love the Bill of Rights," say too many. "Just read it our way." That's dangerous thinking.
   C. The 10 amendments are at risk from within.
   D. The Supreme Court has reduced the controls over police and the accused.

The Bill of Rights Is Alive and Well

6. What is the major premise of Smith's rebuttal?

   A. Individual freedoms in the Bill of Rights are still the guiding force in our society and are not in danger of being replaced.
   B. The Bill of Rights is alive and being modified only when necessary.
   C. The Bill of Rights still governs the operation of the police and courts.
   D. The Bill of Rights is not needed as much as it was in the past because we have the courts monitoring our rights.

7. Which statement best describes how these two editorials are similar?

   A. Both talk about the historical development of the Bill of Rights.
   B. Both indicate the Bill of Rights needs to be modified to some degree.
   C. Both acknowledge the importance of the Bill of Rights to our country.
   D. Both use the same information; they just present it differently.

8. With which statement would Smith most likely **NOT** agree?

   A. We must allow ourselves the latitude to modify individual rights in the Bill of Rights if the situation warrants.
   B. We must allow any of the federal courts to modify the Bill of Rights if they feel the situation warrants the change.
   C. The Supreme Court should not be allowed to modify the Bill of Rights, regardless of the situation.
   D. Times change and it is possible the Bill of Rights will need to be modified in the future.

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9. What is the major difference between the two editorials on the Bill of Rights?

   A. "Our View" says we should not make any modifications, while Smith says some changes are needed.
   B. "Our View" feels important changes have been made to the Bill of Rights, while Smith feels the papers are right and only insignificant changes have been made.
   C. "Our View" feels there is a need to re-examine the current Bill of Rights, while Smith feels it is fine the way it is currently written.
   D. "Our View" feels changes to the Bill of Rights are inappropriate, while Smith feels we should allow the possibility of future change if genuine issues warrant it.

10. Which of the following is an opinion?

   A. The Supreme Court unanimously overturned New York's Son of Sam Law.
   B. The danger is not the eroding of the Bill of Rights. It is believing that absolutely no changes should be made to the document.
   C. Random drug testing is permitted only for significant health, safety, or law enforcement reasons.
   D. The accused enjoys the right to confront and cross-examine accusers.

11. Which statement BEST supports Smith's major premise?

   A. Recent polls show that people feel the Supreme Court is going too far in weakening the Bill of Rights.
   B. The accused does not have the right to cross-examine the accuser in child abuse cases.
   C. The basic belief in individual freedoms has become ingrained in our society today.
   D. Random drug testing is allowed if needed.

12. What does Smith use most to strengthen her position?

   A. informed opinion from legal experts
   B. facts from history and the results of court cases
   C. informed opinion as reported in the press
   D. quotes from legal experts

13. Which statement BEST expresses Smith's meaning when she says, "The rights of the individual are alive and well?"

   A. The danger we see happening is that the country will divide into two camps--those who want to keep the Bill of Rights exactly as is and those willing to make some changes.
   B. The strength of the Bill of Rights is that it defines the rights for all citizens.
   C. History is replete with the failure of emotional attempts to change the Bill of Rights.
   D. The concept that the individual is not required to help convict him/herself is as strong as ever.

14. Which statement BEST describes how you should read these two editorials to develop the clearest understanding?

   A. Read both quickly and then compare positions.
   B. Read each editorial carefully and summarize its positions, then draw comparisons between the two.
   C. Skim both editorials, then read more slowly and summarize each.
   D. Read one editorial, then the other, and then answer the questions.

STOP.
Wait for Further Directions.

Introduction

The next two editorials you are about to read present opposing views on how the health care system should be reformed. It is organized in a question and answer format. While it is formatted differently than the other two practice tests, it is read using the same techniques. That is, you look at the facts, opinions, studies, etc., the writers use to make you agree with their points as well as the language they use to influence your thinking.

The first series of question/answers presents Senator John Chafee's position, while the second series of question/answers presents Representative Marty Russo's position. They were both taken from the Opinion page of USA Today.

Read each editorial and answer the questions that follow. You may underline sentences or words you feel are important, or write notes in the margin about what you are reading. You may refer to the passage when answering the questions.

Health-Care Reform: Two Ideas, Two Extremes

Should government run health care? Or should the private sector keep control? As President Bush unveils his plan today, two key congressmen outline proposals before Congress that represent the boundaries of the debate.

Sen. John Chafee, R-R.I., says government tax incentives for low-income people and expansion of public health centers are the best way to widen the net of coverage.

Q: Today, President Bush will unveil his health-care reform package. How does it compare with yours?

A: There's a lot that is similar. Obviously, there are differences...on individual items. But the overall approach is one that the Republican senators and, I believe, the Senate as a whole will come to approve.

Q: A key need is to provide insurance for 37 million people who don't have any. How do you address that problem?

A: It provides for grants to the lower-income people, which could be used to pay bills for services or insurance.

Q: What else will your proposal do to spread the net wider on coverage?

A: Expansion of the community health centers. The best way of getting health care to poor people, really anybody who qualifies, is the community health centers. There will also be an accent on what we call purchasing groups. That is, all the dry cleaners will get together and they'll be offered a nationwide proposal from the insurance companies that will insure all the dry cleaners and their employees.

Q: Could the insurance companies exclude anyone?

A: They cannot have exemptions for what they call pre-existing conditions. If you're a dry cleaner, you join this program and you've got a child who's had a congenital heart problem, they can't say: "No, no, we won't take that child."

Q: How do you hope to cut health-care costs?

A: There's great accent in all the plans on what we call managed care--making sure that the individual out there uses the most efficient types of services, hospital, or physician.

Q: You also envision savings by settling malpractice disputes.

A: The plan mandates that there be available the option of using alternative dispute resolution. So a plaintiff who feels he has a gripe against a physician will have the right to pursue this rapid settlement procedure. It's rapid, and it does not involve big fees to the lawyers. It's a way for somebody who has a complaint of getting that resolved quickly.

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Q: What about tax changes?

A: The tax-code changes seek equity. Let's say you're self-employed and you're paying $400 a month for insurance. Under the tax law, you can deduct only $100 of that--25%. Under our proposal, you're entitled to deduct it all. If you work for General Motors and they provided it all for free, you wouldn't have any tax consequences.

Q: Don't you also provide the same write-off for workers employed by small businesses that don't provide coverage?

A: Yes. Under the present tax laws, you get no deduction. You don't even get 25%. Our proposal would be to deduct it all.

Q: The President denounced the play-or-pay plans, which make companies provide employee coverage or pay into an expanded public insurance plan. Why is it not the right approach?

A: There's a great belief within the Senate that that's devastating to small business. The individual may end up with health insurance, but he won't have a job. That's why there's been so little support for this program. Yes, it's the Democratic leadership's proposal but, after five months, it has a total of nine co-sponsors. And frankly, the tax that would be imposed on small businesses that didn't play isn't adequate to cover all those out there.

Q: Why should the public follow the Republicans rather than the Democrats?

It's extremely important that we do something this year. This subject has been talked about, national health insurance, and matters like that for years. The Democrats have had control of both branches of the Congress of the United States solidly since 1932, with a couple of years' exception, so who suggests that they're going to produce any kind of a plan? They never have so far.

Q: So you think your plan is the answer?

A: We ought to get on with it. The plan the Republican senators have submitted and the administration's plan are going to be very similar. When it's all fleshed out, it is something that will do the trick. It will provide the access, will give the coverage and can be passed this year.

Rep. Marty Russo, D-Ill., says his national health-care plan will eliminate waste and will use that money to pay benefits for all who need care.

Q: With the President weighing in with his plan, and other Democrats pushing a play-or-pay plan, why do you think your proposal is best?

A: The Russo Universal Health Care Act will cut costs while guaranteeing comprehensive benefits to all Americans, including long-term care, for less money than we currently spend and with no co-payments and no deductibles. We can do it for less money, and we can do it better.

Q: Will consumers be able to choose their own care?

A: There are no restrictions in my legislation. There's freedom of choice. They pick the doctor and hospital of their choice. We don't require them to go to managed care.

Q: What are the costs of getting national health insurance going under your plan?

A: We phase it in over a three-to five-year period. How you set up the structure will determine how you achieve what you cover in the early stages. The Canadians covered hospital services first and then went to physician services. What my bill does is eliminate the waste in the system and use this money to pay for the benefits.

Q: Critics say that national health insurance is a costly form of rationalizing. How does your plan avoid that?

A: We are spending 13% of our gross national product on health care. No other country comes even close to that. A General Accounting Office Survey shows that because of the overall amount of dollars we have spent already, we have an overcapacity in technology, equipment,

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hospitals, and physicians. So for the amount of money we're spending, we're not going to have rationing. And under my legislation, we keep it as a percentage of GNP at the time of its enactment.

Q: Some Democrats, including Senate Majority Leader George Mitchell, have introduced play-or-pay proposals. How does your plan compare with those proposals?

A: My bill offers many more benefits for less money then we currently spend. It eliminates the insurance industry's administrative waste. It's more efficient. I don't think the Mitchell approach does it for less money, and it doesn't eliminate the insurance industry's administrative waste.

Q: Would tax adjustments like those to be proposed today by President Bush get insurance to those who need it?

A: It will not increase access, and it won't reduce costs. In fact, it's the tax credits that pump more money into the system. But when you're relying on tax credits to assure coverage, it assumes that the cost is the only impediment, and it isn't. Some Americans have trouble obtaining coverage because of pre-existing conditions, high-risk employment and other factors. All of these barriers would remain under the President's approach.

Q: Is there anything wrong with the President's idea to use a voucher system to get health insurance?

A: What you end up doing when you use tax credits or the voucher system is using taxpayers' money to subsidize the health-insurance industry. The President's proposal is good for the health of the insurance companies and not good for the health of the American people.

Q: The budget did not contain any information on health-care reform. What does that say about the President's stand on the issue?

A: It shows how out of touch the President is with the basic problems facing this nation. Insecurity about health care affects decisions to buy a house or a car or to make other major expenditures, which would spur economic growth. It also affects our international competitiveness because every one of our trading partners uses this more efficient manner of paying for its citizens' health-care costs. All Americans, whether they're rich or poor, deserve the peace of mind of knowing that their children and their parents will live in dignity.

Q: Are Congress and the President ready to approve some type of reform this session?

A: The prospects are excellent for reform this session. When I introduced my bill last March, people weren't paying attention to national health insurance. Now, it's the No. 1 issue facing the American people. My only concern is that it's not reform in name only. When you look at this, we are closer to national health insurance now than we have ever been in the last 20 years.

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1. Which statement **BEST** summarizes the major premise of Chafee's health plan?

   A. It provides health insurance for the 37 million uninsured people.
   B. It will result in significant tax savings for people who must provide their own plans.
   C. It promotes managed care by using a combination of private and public insurance.
   D. It presents a heal[illegible] care plan that is supported by the president.

2. Which of the following statements is a fact?

   A. Chafee's proposal provides grants to some lower income people.
   B. The proposal to charge businesses that do not offer health insurance to employees will be counterproductive.
   C. At present, the tax law does not allow any deduction for workers who provide their own health care.
   D. The best way to get health care to poor people is to expand community health centers.

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3. What does the term "managed health care" as defined by Chafee mean?

   A. ensuring that the most efficient medical services are provided to the individual
   B. organizing the health care system to insure everyone
   C. providing health care based upon a person's needs
   D. managing the current health system better

4. With which statement would Chafee MOST likely agree?

   A. The United States needs to provide health care benefits only to those people who do not currently have health benefits.
   B. The health care system in the United States is efficient and cost effective.
   C. The Canadian health care plan should be adopted by the United States.
   D. There is a need to combine public and private insurance into a more workable whole.

5. What type of technique does Mr. Chafee use to emphasize the value of his health plan?

   A. informed opinion with some factual information
   B. expert opinions from medical and congressional people
   C. factual information combined with opinions
   D. statistical information combined with his own opinion

6. Which statement BEST supports the major premise of Chafee's plan?

   A. The tax-wide changes seek equity.
   B. There's great emphasis on ensuring a system of managed health care.
   C. The plan would require using alternate dispute resolution for disagreements on what type of treatment is needed.
   D. The best way of getting health care to poor people is through community health centers.

7. What is the major premise of the health plan advanced by Russo?

   A. It reduces administrative costs by eliminating private insurance.
   B. Payment for the plan will be done through income and payroll taxes.
   C. Consumers can choose their own doctor, hospital or health care provider.
   D. The federal government would provide health insurance for all of its citizens.

8. How are the two proposed health plans similar?

   A. Both involve the use of public and private insurance companies.
   B. Both would establish a natural health care system run by the government.
   C. Both establish a procedure to ensure that health care is provided for all.
   D. Both provide tax incentives for the consumer and raise taxes to pay for the increased costs.

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9. Which statement **BEST** supports the major premise of R sso's plan?

   A. The Russo Universal Health Care Act will cut costs while guaranteeing comprehensive benefits to all Americans.
   B. There are no restrictions to anyone obtaining the physician of their choice. There are no restrictions to the plan.
   C. The national health insurance plan will be phased in over a three- to five-year period.
   D. The Russo bill eliminates the insurance companies' administrative waste.

10. What is the **MAJOR** difference between the two plans?

   A. One involves ensuring that health care is managed, while the other involves allowing doctors to charge unlimited fees.
   B. One includes a combination of public and private insurers, while the other is a national government health plan.
   C. One involves the use of tax credits to businesses, while the other uses increased taxes to pay the costs.
   D. One is a national insurance available to all, while the other is oriented toward providing care primarily to those currently without health care.

11. With which of the following statements would Russo **MOST LIKELY** agree?

   A. The current health care system is basically sound, and it only needs minor modifications to make it function effectively.
   B. The United States should not adopt a health care system similar to the Canadian model.
   C. There is a need to combine public and private health care providers into a national health care system.
   D. The current private health care system includes a great deal of administrative waste.

12. Which of the following statements is an opinion?

   A. The country is spending 13 percent of its gross national product on health care.
   B. The prospects in Congress are excellent for reform of the health care system this session.
   C. Some Americans have trouble obtaining coverage because of pre-existing conditions.
   D. A General Accounting Office survey shows we have over capacity in technology in our health care system.

13. What techniques does Russo use to make you agree with his position?

   A. He focuses on emotional issues in health care system.
   B. He uses statistics and informed opinions.
   C. He focuses on the cost savings his plan will achieve.
   D. He uses informed opinion buttressed by many facts.

14. What is meant by Russo's statement, "There are no restrictions in my legislation," in paragraph 4?

   A. The legislation does not restrict anyone from being covered by health insurance.
   B. Everyone will be able to do the same thing under Russo's plan they currently do under the present system.
   C. The country can establish any system it wants under this proposal.
   D. The Russo plan is an open-ended system with limited controls on costs.

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Raw Data

Aloud

	10	9	10	11	10	9	11	11
	1	2	3	4	5	6	7	8
1	B	A	A	A	A	A	A	A
2	B	A	B	A	A	A	A	A
3	B	A	B	A	B	A	B	A
4	C	A	B	A	B	B	B	B
5	C	B	B	A	B	B	B	B
6	C	B	B	B	B	B	B	B
7	C	B	C	B	B	B	C	B
8	C	B	C	B	C	B	C	B
9	D	B	C	B	C	B	C	B
10	D	B	D	B	C	B	C	B
11	D	B	D	B	D	C	D	B
12	F	B	D	B	D	C	D	B
13	F	B	D	B	D	C	D	B
14	F	B	D	B	F	C	D	B
15	F	B	F	B	F	F	D	B
16	F	C	F	B	F	F	F	B
17	F	C	F	C	F	F	F	B
18	X	D	F	C	F	F	F	B
19	X	D	X	C	F	F	F	C
20	X	X	X	D	X	F	F	D
	3	15	6	16	7	10	6	18

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Silent

	9	11	10	11	10	9	11	11
	1	2	3	4	5	6	7	8
1	A	A	A	A	C	A	A	A
2	A	A	A	A	C	A	B	A
3	B	A	A	A	C	B	B	A
4	B	A	A	A	C	B	C	A
5	B	A	B	A	C	B	C	A
6	B	B	B	B	C	B	C	A
7	B	B	B	B	C	B	D	B
8	B	B	B	B	C	B	D	B
9	B	B	B	B	D	C	D	B
10	C	B	B	B	D	D	D	B
11	C	B	B	B	D	D	D	B
12	C	B	B	B	F	D	D	B
13	C	C	B	B	F	D	F	B
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16	D	D	B	C	F	F	F	C
17	D	D	C	D	X	F	F	C
18	F	D	C	D	X	F	F	C
19	F	F	D	D	X	X	F	D
20	X	X	F	D	X	X	X	D
	9	12	16	15	0	8	3	13

74 OUT OF 152